

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.
Minutes - The Faculty Senate
Regular Meeting, Friday, December 10 and 17, 1971
Faculty Conference Room, sixth floor of the Library

Minute 1 President Elliott presided. The meeting was called to order at 2:10 p.m. on December 10, and was recessed at 4:45 p.m. until 2:30 p.m. on December 17.

Present

Lloyd H. Elliott
Frederick R. Houser
John Parks (12/10/71)
Rodney Tillman (12/10/71)
Richard C. Allen
Grover L. Angel (12/10/71)
Otto Bergmann
Daniel R. Cloutier
Roderic H. Davison
Vincent J. DeAngelis
Marvin Eisenberg
Raymond R. Fox
William B. Griffith
Philip H. Highfill, Jr.
Harold C. Hinton
Herman H. Hobbs (12/17/71)
Walter K. Kahn
Arthur D. Kirsch
Norman Kramer
Frederick C. Kurtz
Hugh L. LeBlanc (12/17/71)
Anthony Marinaccio
Charles B. Nutting
Howard C. Pierpont
John P. Reesing, Jr.
David Robinson, Jr.
Robert P. Sharkey
George V. Vahouny
Reuben E. Wood

Absent

Harold F. Bright
Arthur E. Burns
James C. Dockeray
Robert Kramer
Harold Liebowitz
Calvin D. Linton
Burton M. Sapin
Leon Gintzig

Minute 2 The minutes of the regular meeting of November 12, 1971, were approved as distributed.

Minute 3 President Elliott called upon the Chairman of the Senate Committee on University Objectives for his report on the Commission on Governance Report of May, 1971. Professor Robinson responded by presenting seriatim the committee's proposals in the form of Resolutions 71/6 through 71/19, relating to major recommendations 1 through 14 of the Commission's report. No resolution was offered with reference to recommendation 15.

Following are Resolutions 71/6 through 71/19 as adopted or acted upon by the Senate. The action leading to the final wording is reported after the listing.

Resolution 71/6 (Commission Recommendation 1), adopted as proposed by committee:

Whereas, the Commission on Governance of the University has recommended that further efforts should be made to establish and to utilize, imaginatively and aggressively, the Departmental Advisory Committees and the School or College Advisory Councils, and the Faculty Senate concurs; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That further efforts should be made to establish and to utilize, imaginatively and aggressively, the Departmental Advisory Committees and the School or College Advisory Councils.

Resolution 71/7 (Commission Recommendation 2), adopted after amendment:

Whereas, the committees of the Board of Trustees would receive valuable inputs of information as to the experience and concerns of students at the University if students were appointed to each of the committees, except the Executive Committee, and except as to participation in matters which deal with faculty salaries and matters requiring especially confidential handling; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends at least two students should be named as nonvoting members to each of the committees of the Board of Trustees, except the Executive Committee, and except as to participation in matters which deal with faculty salaries and matters requiring especially confidential handling.

Resolution 71/8 (Commission Recommendation 3), adopted after amendment:

Whereas, the committees of the Board of Trustees would receive valuable inputs of information, experience, and concerns of the faculty of the University if faculty were appointed to each of the committees, except the Executive Committee; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends at least two members of the faculty should be named as nonvoting members to each of the committees of the Board of Trustees, except the Executive Committee.

Resolution 71/9 (Commission Recommendation 4), adopted after amendment:

Whereas, the exclusion by the Charter of faculty members from voting membership on the Board of Trustees is unnecessary and undesirable; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends that the Board of Trustees seek to remove the exclusion of faculty from such service from the Charter of the University.

Resolution 71/10 (Commission Recommendation 5), tabled:

Whereas, a limitation of members of the Board of Trustees to two consecutive terms of service would discourage those having a continuing interest in service to the University; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate is not persuaded by the report of the Commission on Governance that service of the members of the Board of Trustees should be limited to two successive terms, even with the proviso that after a member has been off the Board for a year he could be reelected.

Resolution 71/11 (Commission Recommendation 6), adopted after amendment:

Whereas, the creation of an All-University Assembly would further communication among the administrative officers, faculty, students, and alumni; and

Whereas, it would be tangible evidence of the commitment of the University to the democratic process, particularly with respect to the participation of its students; and

Whereas, Recommendation 6 of the Report of the Commission on Governance of the University, dated 1971 May and entitled The Governance of The George Washington University, states:

"An All-University Assembly (composed of individual trustees, administrative officers, faculty members, students, alumni, and public members) should be established to discuss at regular intervals matters of interest to any constituency within the University, and regularly to report to and advise the trustees and the President."; and

Whereas, the Report contains only four paragraphs occupying approximately one of the 56 pages of the report, plus scattered references to such an All-University Assembly, providing background for the Commission's recommendation; and

Whereas, the function and form of an All-University Assembly would be critically important information for the faculty to have prior to final endorsement of said recommendation; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That it approve the concept of an All-University Assembly if designed in accordance with the following principles:

1. That the All-University Assembly be an advisory body only;
2. That the All-University Assembly be subordinate to the Senate, student government and administration;
3. That the membership of the All-University Assembly be established with recognition of the experience, training, and long-term commitment of the faculty of the University, rather than seeking representational equality;
4. That the constituency of the All-University Assembly be composed of administrative officers, alumni, faculty, and students;
5. That a committee be appointed by the President to draft the organizational plan and functions of the All-University Assembly which would reflect these constituencies and differing potentials of training, experience, and concern; and
6. That the resulting concrete plan be presented to the Faculty Senate for its approval and subsequently to the Faculty Assembly for its advice and comment prior to submission to the Board of Trustees.

Resolution 71/12 (Commission Recommendation 7) adopted as proposed by committee:

Whereas, the dissolution in 1970 by the student body of its Assembly has left students without means of formulating and seeking to effect student opinion, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate supports the reconstitution of an agency of student government to provide a means to formulate and reflect student opinion.

Resolution 71/13 (Commission Recommendation 8) adopted as proposed by committee:

Whereas, the performance of the President of the University is of the greatest importance to the effective functioning of the University; and

Whereas, it is conducive to the evaluation of that performance that there be required periodic comprehensive review; and

Whereas, the attraction of the most able leadership available requires that a substantial period of service be allowed, in the discretion of the Board of Trustees, before requiring such comprehensive review and reappointment or replacement; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Board of Trustees should establish the practice of comprehensively reviewing the performance of the President, and reelecting or replacing him at least every ten years, or at such time as the President may request.

Resolution 71/14 (Commission Recommendation 9) adopted after amendment:

Whereas, the performance of vice-presidents, deans, and other major administrative officers is of enormous importance to the quality and functioning of the University; and

Whereas, requiring periodic comprehensive reevaluation and reappointment or replacement would be conducive to obtaining optimal quality of such services; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the President should establish the practice of comprehensively reviewing the performance of the vice-presidents, deans, and major administrative officers, in consultation with the faculty, for the purpose of reappointing or replacing them at least every five years and at such additional times as they may individually request.

Resolution 71/15 (Commission Recommendation 10) adopted after amendment:

Whereas, for a period of years the administration of the University has been attempting to collect University-wide nonacademic regulations and to draft new, more detailed, and therefore more helpful regulations; and

Whereas, the Board of Trustees has stated: "The general policy of the University is to put all special rules of conduct and requirements of students in writing and to publish such rules and requirements in a manner reasonably calculated to inform affected students"; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a comprehensive review of nonacademic rules and regulations of University-wide application governing student conduct, for the violation of which disciplinary action may be initiated, should be undertaken and such revised rules and regulations given adequate publication.

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Resolution 71/16 (Commission Recommendation 11) adopted as proposed by committee:

Whereas, the Code and Ordinances governing the academic personnel of George Washington University, together with the principles, standards and procedures for their implementation ought to be revised so as to provide more detailed guidance to the members of the faculty; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate should take the lead in broadly-based studies and discussion leading to the formulation of a code of conduct dealing with the rights and responsibilities of the faculty and others in more detail than is presently furnished by the Faculty Code and Ordinances.

Resolution 71/17 (Commission Recommendation 12) adopted after amendment:

Whereas, academic counseling is of great importance to the success of the educational program at the University; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That careful and continued attention should be directed to improving the quality and increasing the availability of academic advising.

Resolution 71/18 (Commission Recommendation 13) adopted as proposed by committee:

Whereas, in an institution as large and complex as the George Washington University there is need on the part of students, faculty and others for a person to whom complaints and suggestions of whatever nature could be referred, therefore;

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That an office of University Ombudsman, if experimental efforts prove successful, should be established outside of the hierarchy of administration.

Resolution 71/19 (Commission Recommendation 14) adopted as proposed by committee:

Whereas, comprehensive review of the effectiveness, content, and publication schedules of general and professional school publications of the University would be helpful, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a standing Committee on University Communications should be appointed by the President, charged with the responsibility for determining what audiences the University should reach with its publications, for what purpose and with what means.

Legislative History of Resolutions 71/6 through 71/19:

71/6

Moved by Professor Robinson, seconded by Professor Sharkey. Brief explanation by mover, no debate, motion voted upon and adopted.

(71/7, 71/8 and 71/9)

Moved by Professor Robinson, seconded by Professor Fox. Professor Allen then moved, seconded by Professor Wood, that the three motions be separated. Motion accepted by Professor Robinson and his seconder.

71/7

Moved and seconded as above. Professor Robinson reviewed at some length the sense of his committee. Following debate was participated in by Professors Kirsch, Allen, Highfill, Kahn, Robinson, Griffith, Cloutier, Kurtz, Sharkey, and Fox.

Professor Kurtz, seconded by Professor Robinson, moved to add after "Executive Committee" in line 2 of the resolving paragraph, "Student members of the committees of the Board of Trustees shall be nonvoting members." (Later in debate Professor Griffith suggested to the mover that to simplify the amendment the words "as nonvoting members" be inserted after "named" in the first line of the resolving paragraph -- instead of adding a sentence. This suggestion was acceptable to both the mover and seconder.) Debate, again at length, was contributed to by Professors Marinaccio, Sharkey, Highfill, Robinson, Pierpont, Allen, Cottrell (a member of the Committee on University Objectives who was granted the privilege of the floor at the request of Professor Robinson), Kurtz, and Fox. The question was called, the vote taken, a division asked for, and the amendment carried 13 to 10.

Professor Allen, seconded by Professor Marinaccio, moved to amend by inserting after "students" in the first line of the resolving paragraph the words "from nominees elected by the student body." Professors Wood, Kahn, Allen, Marinaccio, Highfill, Griffith, Fox, Robinson and Kirsch debated the Allen amendment. The question was called, put, division requested, and the amendment was lost, 10 in favor, 12 opposed.

Professor Fox, seconded by Professor Kirsch, moved that after the words "Executive Committee" in both preamble and resolving paragraph there be added "and except as to participation in matters that deal with faculty salaries or which require especially confidential handling." Professor Fox spoke briefly to the amendment which was then debated by Professor Sharkey and Professor Moser (who was given the privilege of the floor as a member of the faculty constituency at the request of the Chairman of the Executive Committee). The question was called, put, and the amendment carried.

The question was then called on 71/7 as amended, put, a division requested, and the resolution was adopted by a vote of 14 to 8.

71/8

Professor Robinson moved 71/8, Professor Wood seconded. Professor Robinson prefaced debate with a few explanatory statements, and Professor Kirsch commented briefly. Professor Davison, seconded by Professor Fox, moved that the words "as nonvoting members" be inserted after "named" in the first line of the resolving paragraph. Professors Kirsch, Wood, Davison and Kurtz debated, Professor Wood pointing out that faculty members now serving on the Board of Trustees committees have the voting right. The question was called, put, and the amendment carried.

The question on 71/8 as amended was called, voted upon, and resolution was adopted.

71/9

Professor Robinson moved 71/9, seconded by Professor Wood, and then reviewed committee discussion. Professor Allen moved to delete the first two whereas clauses, the first paragraph of the resolving text, and the words "such service nevertheless seems to be an unnecessary special disqualification." He proposed the resolution be reworded as follows:

Whereas, the exclusion by the Charter of faculty members from voting membership on the Board of Trustees is unnecessary and undesirable; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends the Board of Trustees at the earliest possible moment seek to remove the exclusion of faculty from such service from the Charter of the University.

Professor Wood seconded Professor Allen's motion. The amendment was debated by Professors Robinson, Wood, Allen, Davison, Reesing, Kahn and Kurtz. Professor Kurtz then proposed to Professor Allen that one of the objections brought out during debate might be overcome by deleting the words "at the earliest possible moment" from his amendment. Professor Allen, with the concurrence of the seconder, agreed. The question was called, put, and the amendment carried.

The question was then called on 71/9 as amended, voted upon, and the resolution was adopted.

President Elliott, with the permission of the body, declared a 4½ minute recess for the purpose of discussing the rest of the agenda. Thereafter Professor Highfill, seconded by Professor Kurtz, moved that the meeting be recessed until 2:30 p.m., Friday, December 17, 1971. Discussion followed by Professors Allen, Robinson, Pierpont, Reesing and Kirsch. The question was called, voted upon, a division requested, and the motion carried 10 to 8.

President Elliott then observed the vote had been close, his one objective was to follow the sentiments of the body, and asked for a straw vote on how many wanted to remain in session somewhat longer in order to accomplish more business. A show of hands indicated 14 (a majority) wished to remain in session for a time at least. It was so ordered.

71/10

Professor Robinson, seconded by Professor Allen, moved 71/10. He then reported that discussion within committee revealed no strong feelings pro or con. Professor Griffith moved to lay the motion on the table. Professors Wood and Marinaccio seconded. The question was called, put, the ayes carried, and Resolution 71/10 was tabled.

Professor Robinson moved to take up 71/18 out of order (in the interest of concerned students present at the meeting). The action is reported in sequence, however, for convenience of reference.

Professor Highfill and his seconder reiterated the move to recess, and it received unanimous approval. The meeting was recessed at 4:45 p.m.

President Elliott called to order at 2:30 p.m. on December 17 the meeting that had been recessed on December 10. He called upon the Chairman of the Committee on University Objectives to continue with the proceedings. Professor Robinson then asked consent to consider 71/11 (concerning the All-University Assembly, which would have been the next order of business) later in the meeting so that members who would be late because of attendance at faculty meetings, etc., might be present during debate. President Elliott determined there was no objection to this procedure. For convenience of reference, however, 71/11 is reported in sequence.

71/11

Professor Robinson moved 71/11, seconded by Professor Marinaccio. Then he presented at length the sense of the committee's discussion. Debate on the motion was comprehensive and ranged over the six principles, not necessarily in sequence but as they interrelated to the discussion.

Professor Griffith moved to amend Principle 2 as follows: "That the relation of the All-University Assembly to the Senate, student government and administration be clarified." Professor Allen seconded. Professors Highfill, Griffith, Robinson, Allen, Moser and Davison debated. Professor Davison at this point read for the information of the members the following excerpt from the Annual Report for 1970-71, October, 1971, of President Goheen, Princeton University:

"GOVERNANCE - In my annual report a year ago I treated at some length the changes in the University's internal procedures of governance and decision-making which had been initiated, and were in process of test, following the recommendations of the Special Committee on the Structure of the University in 1969 and 1970.

"Despite the time consumed by the new deliberative procedures, designed to include more broadly and more consistently representatives of the faculty, student body, staff, and alumni in the consideration of issues that affect them -- despite also the defection late in the last spring term of the Undergraduate Assembly from membership in the Council of the Princeton University Community --

"the past year's further experience seems to me to have strongly confirmed the value of the broadened participation and of the CPUC and its committees as instruments for insuring and effecting it. As hoped, the meetings of the CPUC have provided a useful forum where representatives of all sections of the University community have the opportunity to consider and debate and make recommendations on serious issues on which campus opinion may often be sharply divided. Through the work of its standing committees in particular, on many questions the Council has also helped to develop a more solid basis of information and understanding for institutional decisions than would otherwise have been achieved. For both of these reasons, when resolutions have been adopted by the CPUC and when committee reports have emerged from its scrutiny, they have carried much weight, and rightly so, with those who must ultimately make the operational and policy decisions -- namely, in their various spheres the Undergraduate Assembly, the Faculty, the President and associated administrators, and the Trustees."

This excerpt was referred to from time to time during continuing discussion by Professors Fox, Pierpont, Hobbs, Griffith and Robinson.

Professor Vahouny stated it appeared to him the proper thing to do would be to combine in one motion Principles 1 and 2 as follows: "That the All-University Assembly be an advisory body to the Senate, student government and administration." Professors Hobbs, Kurtz, Robinson, Allen, Highfill, President Elliott, Professor Wood, and Student Charles J. Szlenker (given the privilege of the floor at the request of Professor Wood) continued the discussion. Professor Griffith then proposed to adopt Professor Vahouny's suggested wording. Professor Allen, the seconder, said he would accept the alteration in the motion. Professor Griffith then moved to combine Principles 1 and 2 in an amendment worded as follows: "That the All-University Assembly be an advisory body only to the Senate, student government, and administration." The Chair recognized the substitute motion. Professor Davison suggested the modification, "That the All-University Assembly be a body independent of and advisory to the Senate, student government, and administration." The modification was acceptable to the mover and seconder. There was further discussion by Professors Robinson, Hobbs, Fox, Allen and Highfill. Professor Highfill at this point read for the information of the members the following excerpt from a review published by CHANGE entitled, "The Fuzzing of America," by Samuel McCracken -- a review of Charles A. Reich's "The Greening of America," Random House, 1970.

"Ten years ago, the students of Reed College largely designed a form of community governance, marked by its almost Byzantine structures, for the embodiment of liberal democracy in academe. Until fairly recently, they worked to operate the machinery with a responsible citizenship one should only find in the outside world. Today the machinery creaks badly, battered by the assault of a significant fraction whose political ideas, if any, are anarchistic, and who insist in believing the community government (which would never hurt a fly) is a fascist dictatorship. The elected Senate is always being referred to as a 'self-appointed' body. Belief in anarchy can hardly in itself be seen as a sign of irrationality; belief in an anarchy simply considered as doing one's thing can hardly be seen as anything else. To these students, the notion that personal freedom stops when it violates someone else's same-order freedom comes as a novelty, and a foolish one at that. Last year the campus was briefly terrorized by an armed exhibitionist. Some students objected to doing anything to discourage his visits on the grounds that he had a neat life-style. Others urged their fellows holding an assailant for the police to let him go on the grounds

"that the pigs would just hassle him.

"When a year ago this fraction boycotted the college by refusing to pay tuition, and then held a series of meetings to find out for what it was boycotting, regular attendance became painful for the older observer. Painful, to be sure, as a confrontation with several hundred very unhappy people who were rejecting everything one believed in, but painful also because of the pain they appeared to experience in putting the simplest notion into words, and because of the great difficulty being experienced by these people so convinced they were together in mediating their differences in detail. And painful finally because of their conviction that their debates would prove to any disinterested observer their fitness to legislate academic policy. While I become more and more dubious of the constant assertion that the most malcontent students are the brightest, there is no doubt that the students in question had all the credentials of very considerable intelligence."

Professor Marinaccio and Professor Sharkey spoke to the amendment. The question was then called, put, and the amendment was lost.

Professor Kahn moved to amend the enacting words so that they would read: "BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY that it approve further study of the concept of an All-University Assembly by an appropriate committee, and that the All-University Assembly be designed in accordance with the following principles:" Professor Cloutier seconded the motion. The question was called, put, a division requested, and the amendment was lost.

Professor Vahouny moved to amend Principle 5 to read: "That a committee be appointed by the President to draft the organizational plan and functions of the All-University Assembly which would reflect these constituencies and different potentials of training, experience, and concern; and". Dr. Kramer seconded. Professor Robinson raised the point of faculty membership on such a committee and procedures for appointment. President Elliott responded: "The Chairman will remove himself from that objectivity in order to respond. Simply this, if the committee to be created is to represent the various constituencies of the University, I think it is appropriate for the President to appoint the committee. If the committee is to be appointed by the Faculty Senate then the Chairman of the Executive Committee of the Senate ought either to appoint the committee which would be a faculty committee then, or nominate the members of the faculty who would serve on the committee which the President would appoint. That's the only point I would make."

Professor Kirsch moved to recommit Resolution 71/11 to the Committee on University Objectives. Professor Hobbs seconded. Dr. Kramer and Professor Cottrell commented. The question was called, put, and the move to recommit was lost.

Professor Moser spoke again. Professor Hobbs expressed an inclination to move for another recess.

Professor Kurtz then proposed to Professor Vahouny that he include in his amendment the further wording (which would amend Principle 6 and avoid some of the objection raised during debate): "6. That the resulting concrete plan be presented to the Senate for its approval and subsequently to the Faculty Assembly for its advice and comment prior to submission to the Board of Trustees." The substitute wording was acceptable.

The question was then called on the Vahouny amendment in two parts (to Principles 5 and 6), voted upon, and the amendment carried.

Professor Davison moved, seconded by Professor Marinaccio, to amend Principle 4 by inserting "staff" after "administrative officers" so that it would read: "That the constituency of the All-University Assembly be composed of administrative officers, staff, alumni, faculty, and students." Professor Robinson reported the committee's thinking on this particular point, whereupon Professor Marinaccio withdrew his second. Professor Griffith then seconded the amendment. The question was called, put, the noes carried, and the amendment was lost.

Professor Robinson moved to amend the resolving clause by inserting "tentatively" before the word "approve" so that it would read, "...that it tentatively approve the further study..." Professor Kahn seconded. The question was called, put, the noes carried, and the amendment was lost.

The question was called on Resolution 71/11 as amended, put, a division requested, and the resolution was adopted by a vote of 15 to 6.

71/12

Professor Robinson moved 71/12, seconded by Professor Griffith. There was no debate. The question was called, put, and Resolution 71/12 was adopted.

71/13

Professor Robinson, seconded by Professor LeBlanc, moved 71/13. He then spoke to the resolution at some length, and stated the body would appreciate it if President Elliott was also speak to the matter.

President Elliott reminded the body he had already indicated publicly and to the Board of Trustees his support of the Commission's recommendation.

Professor Griffith then moved to insert in the resolving text, second line, after "reviewing," the words "in consultation with the faculty and student body,". There was no second and the Chair ruled the amendment was lost.

Professor Robinson asked President Elliott to comment on what he thought the outer limits of the term of years should be. President Elliott stated he had no strong feelings one way or the other on this point. He agreed with the general thrust of the effort... it had not had much of a test in experience across the country and there seemed to be very little evidence to support five years, or seven years, or ten years.

Discussion by Professors Cloutier and Marinaccio presented further viewpoints. The question was then called, put, and Resolution 71/13 was adopted.

71/14

Professor Robinson, seconded by Professor Vahouny, moved 71/14, then explained that the committee had slightly broadened the Commission's recommendation to include vice-presidents and major administrative officers.

Professor Reesing moved to substitute "seven" for "five" in the third line of the resolving text. Professor Kurtz seconded. Debate by Professors Hobbs, Sharkey, Cloutier, Pierpont, Robinson, Kirsch and Wood followed. The amendment was then called to vote, the noes carried, and the amendment was lost.

Professor Kirsch moved to amend line 2 of the resolving text by adding "concerned with academic matters" after "and major administrative officers." Professor Kurtz seconded. Dr. Kramer suggested that perhaps the amendment was premature because the Committee on Professional Ethics and Academic Freedom was in the process of reviewing the Code and Ordinances and the particular point was under discussion. Professors Griffith, LeBlanc, Kirsch, Hobbs, Robinson and Cloutier spoke to the question. The amendment was called to vote, the noes carried, and the amendment was lost.

Professor Robinson moved, and it was seconded, that the words "in consultation with the faculty" be inserted after the words "administrative officers." Professors Robinson, Griffith and Marinaccio spoke to the question. The vote was called for, the ayes carried, and the amendment was adopted.

Professor Griffith moved to amend by adding "and students" after "in consultation with the faculty." Professor Allen seconded. Professors Griffith, Cloutier and Fox debated. The question was called, the noes carried, and the amendment was lost.

The question was then called on 71/14 as amended, put to vote, and the resolution was adopted.

71/15

Professor Robinson, seconded by Professor Bergmann, moved 71/15. He then stated during his explanatory comments that after the resolution was placed on the agenda Vice-President Smith had sent the following letter to the Chairman of the Executive Committee: "With reference to Senate Resolution 71/15, a staff paper which assembles all known nonacademic student conduct regulations, and which drafts proposed additions and deletions to them as seem necessary, is being prepared by this office and will be provided for the Senate Executive Committee's disposition at its February meeting in advance of the scheduled March 10 Senate meeting." It was the mover's position that favorable action on the resolution would encourage the assembling and publication of the regulations.

Professor Allen spoke in support of the resolution and then moved the following amendment: insert "nonacademic" before "rules and regulations" and the phrase "of University-wide application" after the phrase "rules and regulations" so that the resolving text would read: "That a comprehensive review of nonacademic rules and regulations of University-wide application governing student conduct..." The amendment was seconded. Professors Wood, Hobbs, Griffith, Robinson, Allen and Kahn debated the motion. The question was called, put, and the amendment carried.

Professor Kahn moved to delete the first whereas clause, and to change the second whereas clause to read: "Whereas, for a period of years the administration of the University has been attempting to collect University-wide nonacademic regulations and to draft new...." Professor Kirsch seconded. Professors Griffith, Robinson, Highfill, Vice-President Smith, and Professor Allen spoke. The question was called, put, and the amendment carried.

Professor Kahn moved, seconded by Professor Fox, to change "student" to "students" and to delete "conduct" in the first line of the resolving paragraph, which would then read "...regulations of University-wide application governing students should be undertaken...." Professors Allen and Fox spoke briefly. The question was called, put, and the amendment was lost.

Professor Kurtz at this point encouraged Professor Allen to clarify the amendment with wording he had used during debate. Professor Allen, with the consent of the mover, then added after "governing student conduct" the words "for the violation of which disciplinary action may be initiated." The question was called immediately, voted upon, and the amendment carried.

The question on 71/15 as amended was called, put, and the resolution as amended was adopted.

71/16

Moved, seconded, and without debate the question was called, put, and 71/16 was adopted.

71/17

Professor Robinson moved, and Professor Hobbs seconded, 71/17.

Professor Allen moved, and it was seconded, that the phrase "particularly for undergraduate students" be deleted. The question was called, put, and the amendment carried. After a question concerning committee consideration of a point put to the mover by Professor Griffith, the question was called, put to vote, and Resolution 71/17 as amended was adopted.

71/18

Professor Robinson moved 71/18, which was duly seconded. The mover then reported the committee's approval of the office of university ombudsman. Professor Kirsch addressed the question of budget for the proposed office. Professor Eisenberg requested the privilege of the floor for Mr. Joseph DeRiggi, Student Co-chairman of the Joint Committee of Faculty and Students, who spoke in support of the resolution. Professor Nutting then inserted on behalf of his colleague, Professor Robert G. Dixon, the following comments:

"The Swedish ombudsman deals with derelictions of duty under a rigidly codified system of job descriptions foreign to our experience; and he has sanctions to impose and a court system for enforcement. If we want a Complaint Bureau we should call it such and so better perceive its problems and limitations. Also, the only persons 'outside the administration' of the University are the faculty with tenure."

After brief discussion by Professors Davison, Griffith and Sharkey, the question was called, put, and Resolution 71/18 was adopted.

71/19

Resolution 71/19 was moved by Professor Robinson, seconded by Professor Allen, and the mover commented on the reason for the committee's action. The question was put, and without opposition 71/19 was adopted.

The Committee Chairman stated that since separate consideration was being given to the program-budgeting cycle by the Executive Committee's Special Budget Subcommittee, no resolution had been offered on Commission Recommendation 15.

The Committee Chairman reported consideration of an additional proposal by Committee Member Robert E. Park (Law School): "The trustees should appoint a committee of trustees, administrators, faculty and students to study the effects and the possible revision of the tenure system." The committee had split evenly in voting and therefore no resolution was offered on the proposal.

Summary:


The foregoing outline of actions leading to the resolutions adopted condenses 68 pages of tape transcription covering six hours of debate on a 28-page report out of committee. The ambience on both days of debate was one of openness -- willingness on the part of the Chair that all views be presented, willingness on the part of the members to consider with respect opposing opinions -- while keeping in mind the deadline of the President's commitment to the Board of Trustees: "...because I think there is sufficient interest in this that I should recommend to the January 25 meeting the next steps, and be able to report at the same time the position of the Faculty Senate, or the position of the General Alumni Association, or the position of other constituencies as they become known to me."

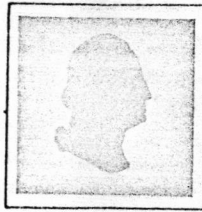
There were relatively few auditors (more on December 10 than on December 17), and of these there were more representatives of administration than of students.

Minute 4 Brief Statements

President Elliott made one brief statement which concerned a report from the Admissions Office. At that time last year the Admissions Office had approximately 1,400 applications, this year 1,000.

Minute 5 President Elliott, hearing a motion to adjourn duly seconded, adjourned the meeting at 6:00 p.m.


Frederick R. Houser
Secretary



Faculty Senate

REMINDER

December 14, 1971

To: Members of the Faculty Senate
From: Secretary of the Senate
Subject: Meeting of the Senate on December 17, 1971

The Faculty Senate voted to recess at its December 10 meeting, and to continue debate on the recommendations in the Report of the Commission on Governance at

2:30 p.m.
Friday, December 17, 1971
in the Faculty Conference Room
6th Floor Library

Frederick R. Houser
Frederick R. Houser
Secretary

THE
GEORGE
WASHINGTON
UNIVERSITY

Washington, D.C. 20006

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

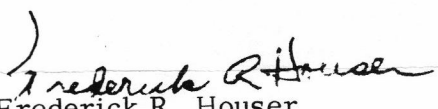
The Faculty Senate

December 3, 1971

The Faculty Senate will meet on Friday, December 10, 1971,
at 2:10 p.m., in the Faculty Conference Room on the sixth
floor of the Library.

Agenda


- 1) Call to order
- 2) Minutes of the regular meeting of November 12, 1971
- 3) Report by Chairman David Robinson, Jr., Committee on
University Objectives, on the May 1971 Report of the
Commission on Governance, including possible introduction
of resolutions
- 4) Brief statements
- 5) Adjournment


Frederick R. Houser
Secretary

To the Members of the Faculty Senate;

December 3, 1971

The attached report from the Senate Committee on University Objectives supplements Item 3 of the agenda for the December 10, 1971, meeting of the Faculty Senate.


Frederick R. Houser
Secretary

REPORT OF THE SENATE COMMITTEE ON UNIVERSITY OBJECTIVES
TO THE
FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY
ON THE RECOMMENDATIONS OF
THE REPORT OF THE COMMISSION ON GOVERNANCE

The Committee on University Objectives has had only approximately two months to consider and report to the Faculty Senate on the basic and complex issues posed by the report of the Commission on Governance of the University. We hope to receive some indulgence if our product seems more unfinished than we would prefer. While the chairman of the committee attempted to take extensive notes of its many meetings and to fairly summarize considerations pro and con, he must accept responsibility for its ultimate written form, except for the resolutions themselves, since time constraints did not permit the full report's submission to the committee members prior to its general distribution. The chairman would like to thank President Elliott, Vice President Bright, Assistant Vice President Walther, Professor Reuben Wood, and particularly the members of the committee itself who consented to its accelerated schedule of meetings with good cheer, even though some were held before many of us were ordinarily awake.

The Commission on Governance of the University made fifteen recommendations. It may facilitate consideration if we discuss them seriatim, listing first the recommendation, secondly the rationale given by the Commission for the recommendation, thirdly the analysis and evaluation of the recommendation by the Committee on University Objectives, fourthly the recommendation of the Committee on University Objectives, and finally a draft of a resolution in conformity with the recommendation. (Hereafter CG = Commission on Governance, and CUO = Committee on University Objectives.)

I

Commission Recommendation:

1. Further efforts should be made to establish and to utilize, imaginatively and aggressively, the Departmental Advisory Committees and the School or College Advisory Councils.

Commission Argument:

The aspects of academic policy that have the greatest impact on students are those related most directly to instruction: matters of student advising, of courses and curricula, of evaluation of student performance, and of teaching performance. In the continuing or periodic review that is involved in keeping the University's offerings and performance up to date, student input has considerable value. Students can furnish useful insights on course content, the addition or deletion of courses, and new curricula or programs; and their advice has, indeed, been sought on an informal basis. Provision of a formal mechanism for their effective participation, with faculty and others, in decisions on such issues would strengthen the formulation of academic policy.

The mechanisms for making such participation effective in this University have been devised: the Departmental Advisory Committees and the School or College Advisory Councils. As yet, however, some departments have not yet established advisory committees; there is, in addition, little evidence of activity on the part of most School or College Advisory Councils, or of those Departmental Advisory Committees that have formal existence. The Commission believes that these representative bodies, functioning as they do at the level "where the action is," offer the best available means of developing educational policy that reflects the very best of which faculty, students, alumni, trustees, and administrators are capable. We recommend that further efforts be made to establish and to utilize, imaginatively and aggressively, these councils and departmental committees.

Commentary by CUO:

Advisory committees and councils of various sorts have been established in many of the schools and departments of the University. In some schools and departments they have not been established, and in others while created they performed marginally. It would be noted that the recommendation of the CG and supporting discussion is rather vague. At the same time the CUO felt there was no reason not to concur in the recommendation.

Recommendation by CUO:

Concurrence by the Faculty Senate.

Resolution (71/6):

Whereas, the Commission on Governance of the University has recommended that further efforts should be made to establish and to utilize, imaginatively and aggressively, the Departmental Advisory Committees and the School or College Advisory Councils, and the Faculty Senate concurs, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That further efforts should be made to establish and to utilize, imaginatively and aggressively, the Departmental Advisory Committees and the School or College Advisory Councils.

II, III, IV (These can be conveniently considered together.)

Commission Recommendations:

2. At least two students should be named to each of the committees of the Board of Trustees other than those that deal with faculty salaries and matters requiring especially confidential handling.
3. At least two members of the faculty should be named to all committees of the Board of Trustees, except the Executive Committee.
4. The Commission is not recommending voting membership of students or faculty members on the Board at the present time. However, the Commission recognizes as an anachronism the exclusion of faculty members from such service, and recommends that the Board of Trustees seek to remove this exclusion from the Charter.

Commission Arguments:

In a university, the educational decisions that most vitally shape the institution are those that determine what students shall be admitted, who shall teach, what shall be taught, what requirements shall be met by candidates for degrees, and what research shall be done. Nominally, the trustees are responsible for judgements on all of these issues, although in fact their responsibility is generally delegated to others. Today, however, trustees have an additional responsibility: to interpret and explain their institution to the larger society and at the same time to reflect within the university the needs and views of that larger community. To be effective in this role, trustees must be familiar with the institution they oversee and will increasingly be forced to consider questions of the relevance of its educational programs to the perceived needs of the society.

In order that trustees may be better informed concerning the instructional and related activities of the University, there should be an effective arrangement for bringing the thinking of students to the Board of Trustees. This suggestion is not intended to placate students or to compromise with any particular group. Rather its object is to insure the transmission of information and the development of mutual respect and understanding. The desired end could be accomplished by naming students to full-fledged membership on the Board of Trustees. Or it can be accomplished by naming students to each of the trustee committees other than those that deal with faculty salaries and matters requiring especially confidential handling. Considering the main objective, and recognizing the serious practical difficulties of representative election, transience of the student population, commitment of time, etc., the Commission believes the second of these alternative courses to be superior for a large and complex university such as ours. We therefore recommend that students be named to each of the committees of the Board of Trustees other than those that deal with faculty salaries and matters requiring especially confidential handling. We further recommend that the Board committee responsible for nominating trustees be encouraged to consider students for nomination in the usual manner.

One additional organizational mechanism is needed to make student participation effective. The abandonment in 1970 of the student government structure that did exist has left the student body without any means for formulating student opinion, for developing a student point of view on issues coming up for decision, and for instructing or informing the student body's representatives. In summary, there is need for a student caucus. We do not believe it is within the provision of this Commission to prescribe the form that caucus should take. We recommend, however, that the student body assess this need and develop arrangements that will meet it.

FACULTY PARTICIPATION

What is provided for: In this University the formal organization and informal arrangements for faculty participation in the governance of the institution are relatively well developed. A *Faculty Organization Plan* specifies certain powers, duties, and privileges of the Faculty Assembly and the Faculty Senate, exercised in conformity with the charter of the University and subject to the authority of its Board of Trustees. The faculties of the several schools and colleges function by means of committees, which often include appropriate students or administrative officers in their membership. Some formal provision is made for general faculty representation directly to the trustees; the Chairman of the Executive Committee of the Senate, together with the head of the student body and the President of the General Alumni Association, attends the meetings of the Board of Trustees. In addition, faculty members are named to certain committees of the Board.

While this system appears to work satisfactorily, there are convincing arguments for increasing the exposure of trustees to faculty thinking and providing for better utilization of faculty competences by the Board of Trustees. An incidental benefit would result from the consequent broadening of faculty perspectives in regard to responsibilities which comprehend the entire scope of the University's activities.

What should be provided for: The faculty as a whole, and as individuals, has an especial interest in and competence to deal with educational and research issues. But as the University becomes increasingly involved in the affairs of society (e.g., the provision of health care for the community) and bears the impact of both social and technological developments within that society (e.g., the impact of the Vietnam war, the rise of racial tensions, and the myriad applications of the computer), decisions as to the University's public relations, its financial needs, and its physical needs become increasingly intermixed. The organizational concept that trustees can make decisions as to the latter issues while the faculty will be concerned with educational, research, and student affairs issues becomes less and less valid.

We believe that individual faculty members have competences to bring to, and a natural interest in, many of the major decisions that the Board of Trustees are being called upon to make (e.g., the establishment of programs for minority-group students). Simultaneously, we believe that the trustees must be expected to concern themselves more with the substance and the quality of the educational, research, and service programs the University offers than has traditionally been the case. The role of the trustees involves more than the raising of monies and the management of real estate. Not only are the trustees the guardians of the University's resources, they are the spokesmen for the society from which the University seeks more and more support.

The central role of the faculty in all activities of the University means that members of the faculty in varying degrees possess needed understanding of the increasing array of issues requiring decisions by the trustees. That understanding can be made available by (a) electing especially qualified individuals to the Board of Trustees, or (b) including members of the faculty on all committees of the Board. Step (a) is now prohibited by a provision of the University's charter. That provision is, in our opinion, both illogical and undesirable, for it impedes access to a reserve of talent and may thus introduce an unnecessary constraint on the University's ability to deal with problems that are conceivable although perhaps not now foreseen. We recommend that the Board of Trustees seek to eliminate it.

We believe, however, that faculty participation can be adequately and most appropriately provided for by membership on all committees of the Board except the Executive Committee. Our reason for this view issues from our concept of the role of the Board of Trustees in the governance of the University. That role is to act as the guardian of the interests of the larger society which chartered the University. Through the Congress the governing board was given by charter the privilege of establishing and maintaining the institution, and the responsibility as well for holding the *public* trust. It is on that basis that the University enjoys such privileges as tax exemption, the services and protection of the governments around it, and the inflow of public funds. This view of the governing board which sees it as being the guardian of the public interest as well as being entrusted with the care and nurture of the institution brings to the surface the Board's responsibility for holding all in the institution—president, students, faculty, and nonacademic employees—accountable for work and service which is truly in the overall public interest.

The view of what constitutes appropriate educational activities may be quite different, when seen from the viewpoint of the guardian of the public interest, from that perceived by a member of any of the internal constituencies of the University. It would seem to follow, therefore, that the trustees should remain a "half-step removed" from the daily operations of the institution, in order that they may be as objective as possible in assessing the performance of those who work, teach, and study in the University. It then follows that administrators, students, and faculty or other employees cannot serve on the governing board without presenting a conflict of interest between that which is self-interest and that which is public interest.

This argument is persuasive to the Commission; it represents the view of the responsibilities of trusteeship that is currently held by most writers on the subject. Nevertheless, the conditions surrounding private universities are changing so rapidly that it is only prudent for this University to guard itself against unnecessary rigidities that may inhibit its capacity to innovate, to meet challenges from unexpected directions. We therefore believe that the Board of Trustees should provide the capability for flexible response to pressures that we cannot now foresee. According to this view it should be free to name anyone—students, faculty, or administrators—to its membership if it should see fit to do so at some time in the future.

The Commission therefore recommends that at least two members of the faculty be appointed to each of the committees of the Board of Trustees, except the Executive Committee. We are not recommending voting membership of students or faculty members on the Board at the present time. However, we recognize the provision excluding faculty members from such service to be an anachronism, and recommend that the Board of Trustees seek to remove this provision from the charter.

The Commission regards this position as consistent with the general philosophy of this report, which recommends modernization of the University's governance so that it may meet the challenges of the future with greater flexibility.

In addition, we recommend that the Board of Trustees make a positive effort regularly to maximize its exposure to faculty members (as distinguished from department chairmen and the deans of schools), so that it may be currently and generally informed of the state of their opinion. At other institutions (e.g., Emory, Princeton), trustees meet monthly for dinner with groups from the faculty. This practice illustrates what can and should be done here.

Commentary by CUO:

An Introductory Observation: It is to be noted that the CG recommendation does not state whether these should be voting members. While the major rationale does not require this, it was thought by a majority of the CUO that effective participation in the work of the committee members would be encouraged if the student and faculty participants had a vote, and the recommendation was interpreted to so provide.

Arguments Pro:

1. This representation of students on committees of the Board would provide an opportunity for useful, firsthand information flow from students to the Board on the issues concerning student education, courses, and matters of general student concern that are relevant to the total University functioning, and therefore are relevant issues for the Board committees.
2. Student representatives on the committees of the Board would gain knowledge of broader issues facing the University as a whole and about issues with which the Board of Trustees is concerned but about which students have little knowledge. This knowledge would then be channeled back from the student representatives to the general student body, tempering strictly student interests with a knowledge of wider issues facing the University.
3. Student representatives could be certain that major issues of student concern are not overlooked by the committees of the Board of Trustees in their deliberations. In this regard the students who represent the student body to the Board would serve in a guardian capacity, and could suggest that wider student opinion be elicited on issues of major importance to students whenever this appears to be desirable.

4. This is an additional and formalized channel for information flow:
 - a. from the Board of Trustees to the faculty. The faculty would gain more overall knowledge of the workings of the committees of the Board of Trustees, and therefore of wider and broader University concerns.
 - b. from the faculty to the Board of Trustees. The Board would have immediately accessible to it, through the committee participation of faculty representatives, the knowledge, experience and concerns of the faculty.
5. Well-informed faculty representatives on committees of the Board of Trustees would ensure that vital matters of faculty concern be given adequate attention by the Board. Such matters of faculty concern may include those which may not be thought of as such before decisions on them would be made by the Board.
6. In cases of broad concern to the faculty, participation by faculty representatives on committees of the Board would ensure that such matters be referred to the appropriate faculty body when necessary.
7. Through participation of faculty representatives on committees of the Board of Trustees, concerns of interest to the faculty primarily would be placed in perspective by the greater knowledge of how these fit into wider University concerns. This in turn would temper faculty opinion, demands, and concerns in the light of wider University interests of which the faculty may not be directly aware.

Arguments Con:

1. A fundamental assumption of the report of the CG is that the Board of Trustees should equip itself to become more knowledgeable and involved in the detailed management of the University. It should be noted that the Board is composed of persons who are heavily committed to their own independent professional business and other activities. Board meetings occur only four times a year; the Executive Committee of the Board of Trustees meets only on special call. Under the circumstances it is necessary for the trustees to rely heavily upon persons associated with the University on a full-time basis. The dominant consideration in the selection of the trustees has been independent financial success, not expertise in overall University management. There is serious question as to whether the Board should attempt detailed supervision outside its field of special competence, although there is no doubt of its power under the Charter of the University to do so. A contrary view carries serious risks of actions without adequate information, experience, and consideration, and of demoralization of administrators, faculty, student, and alumni groups.
2. Students often lack an adequate overview of the problems confronting a university, and would often not be qualified to participate in most issues of University concern. Their short duration association with the University would not enable them to learn enough quickly enough to be fully effective.
3. Students are often moved to push for immediately relevant, short-term goals concerned with grades, teaching, vacations, student work load, and other student-oriented interests to the detriment of getting other problems, or problems of long-range interest, resolved.

4. According to a colleague who has worked with student representatives on committees, students are often overcommitted in their work and time, and are unable to put into their service to committees as much effort as is really necessary. Therefore the committee work is often not aided by their input.
5. Two, or a few students, on committees may not adequately represent general student opinion. In fact, such general student opinion possibly could be misrepresented by one or two students serving on committees of this nature.
6. Even though the above may be a possible danger, the potential ease of using such student participants as representative of wider student opinion is obvious. This may negate, to some extent, the power of other student organizations that are more generally representational.
7. There is a need for an objective body apart and removed from the concerns and pressures of more limited interest groups, but able to put such interests into proper over-all perspective without pressure or impediment from the participation of such groups or representatives of these limited interest groups. Student participation on committees of the Board may impede this.
8. Unlike the Faculty Senate, the Board of Trustees is highly disposed to ratify the recommendations of its committees. Voting student and faculty members may decisively influence the Board of Trustees without being reflective of student and faculty opinion in the University as a whole. Thus, even assuming that the trustees should attempt to become knowledgeable re the detailed functioning of the University, they should require that student and faculty members be ex officio and without vote. Conflict of interest considerations and questions of how many faculty and how many students should be appointed suggest this as well.
9. The functional importance of the Faculty Senate would be decreased by the faculty representation on the committees of the Board.
10. There is a possibility that general faculty opinion may be misrepresented by the more active individuals who become representatives on Board committees and who present their individual views. This is not to impugn the honesty and dedication of these people, but rather their ability to represent faculty opinion without constant recourse to the deliberations of appropriate faculty bodies.
11. The ease with which the Board would be able to obtain opinions on faculty matters from the two or more representatives on its committees may reduce the likelihood of taking matters to the appropriate faculty bodies for more representative action when such wider opinion should be obtained.
12. The faculty, as any other single body within the University, has certain limited concerns which color the perspective brought to any policy-making process. This lack of overview and objective distance from concerns of limited interest to special groups within the University may well reduce the successful functioning of Board committees, which should remain apart from such limited interests.
13. Conflict of interest on the part of faculty representatives. (See Professor Wood's memorandum included at page 8, infra.)

Separate Discussion of Recommendation 4:

We would like to include verbatim at this point the October 26, 1971, memorandum of Professor Reuben E. Wood.

In connection with the University Objectives Committee's deliberations on the recommendations of the Commission on Governance, I am here submitting some comments relative to item number 4 (page 4 of the Report) in the Summary of Major Recommendations. The statement is: "The Commission is not recommending voting membership of students or faculty members on the Board [of Trustees] at the present time. However, the Commission recognizes as an anachronism the exclusion of faculty members from such service, and recommends that the Board of Trustees seek to remove this exclusion from the Charter."

I was a member of the Commission on Governance and I can report that none of the fourteen other statements of summarized recommendations received such careful and word-by-word consideration by the whole Commission as did this number 4. At a previous meeting of the Objectives Committee, Dr. Bright reported, in effect, that President Elliott was opposed to voting faculty membership on the Board, a position consistent with his own request to the Board that he not, himself, be a voting member. I refer to this information because I believe that Dr. Elliott's conviction in this matter is chiefly responsible for the first sentence in the quoted recommendation, at least as far as faculty membership is concerned. It was understood by the Commission that his views were those reported to the Objectives Committee by Dr. Bright.

The Commission felt, I think, and I feel that voting faculty membership on the Board is not a matter of crucial importance. Dr. Elliott has been and is a very able and effective chief executive officer of the university and if he would feel hampered in any way in his leadership of the institution by some faculty membership on the Board, I think most of those of us who favor such membership would choose not to press for something which he may view as a heavy burden to the operation of the university. The president might change his mind. Most of us do, from time to time.

First, let me give a somewhat superficial defense of the Commission's recommendation that the Charter be amended to remove the prohibition of faculty membership on the Board. There is no other class of people which is excluded. Students are not excluded. Other employees are not excluded. As far as I know, members of some of the nonexcluded groups have never been elected to the Board. If the exclusion of faculty membership were removed, there would not be an automatic requirement on the Board that it elect faculty members. It is extremely difficult to see why the faculty, as a group and in contrast to other classifications of employees or to students, should be ineligible by law for membership.

Wood Memorandum (continued)

Of course, however consoling to faculty dignity an amendment to the Charter removing this special adverse discrimination might be, it would be a rather hollow gesture if faculty membership were never to be considered open-mindedly by the Board. It seems pertinent to the Committee's consideration of Recommendation 4 to comment briefly on some of the arguments for and against such membership. The fact is that many members of the faculty have had years of experience in the day-to-day operation and problems of the university. If this experience were combined with good judgments, as it sometimes is, the presence of a few voting faculty members, qualified in these ways, should be an asset to the Board. There are, of course, less direct but fairly effective ways that the Board can acquire and make use of any useful experience, knowledge and wisdom possessed by faculty members. It is hard to see, however, how these indirect paths are better; unless, of course, there are hazards in the direct path.

One of the arguments against faculty membership is that if you have it, you also will have to have student membership. The tendency (particularly of students) to equate faculty and students is most illogical but quite political and mischievous. What is appropriate for members of one group is certainly not necessarily appropriate for members of the other. It is hard to see how the equality argument can be seriously presented in the face of differences in experience, training, responsibilities, financial relation to the university, average length of active membership in the university, and others. As possible members of the Board, for example, a student would be elected after not more than two or three years at the most at the university and would have perhaps one or two years to serve as a student member (as distinguished from an alumni member). Neither of these periods is long enough to learn enough about either the university or the Board to qualify the student as a very effective member. A faculty member, on the other hand, might be elected after fifteen or twenty years of service in the university and might have ten or fifteen years of possible service on the Board.

Probably a more serious argument that has considerable currency is that faculty membership on the Board would involve a conflict of interest. It seems to me that conflict-of-interest problems are if anything less likely for a faculty Board member than for some nonfaculty Board members. And I say at the outset of this discussion that I have no reason to believe and do not believe that any Board member, past or present, has taken advantage of that office for his personal gain or for that of any business connection he may have had. However, if one looks at the names of the officers and members of the Board one finds officers of insurance, banking, and industrial organizations with which the university doubtless from time to time does business. If one were to investigate stock holdings of members of the Board one could very likely add to the list of those

Wood Memorandum (continued)

Board members who, a priori, could conceivably have a conflict of interest because of business relations that the university may have with corporations in which trustees are substantially interested. Members of the Board are honorable and honest men, and their faithful discharge of responsibilities depends on their integrity rather than on the complete absence of possible conflict of interest. It seems gratuitous and depreciating to suggest that faculty Board members would not serve with equal integrity.

Most commercial corporations have boards of directors composed chiefly of stockholders, usually largely of major stockholders. The reason, presumably, that this system usually works well is that the stockholder's interest is tied in with the health and welfare of the corporation. There seems to me to be a close analogy here to faculty membership on the Board. The faculty member is like a stockholder in that his career and his livelihood depend first of all on the successful and continued successful operation of the university. Whereas nonfaculty members of the Board serve the university through what could be called a philanthropic commitment and emotional loyalty, faculty members who could be elected to the Board would have not only these motives but also the mutuality of interest on an employment basis of seeking only the good of the institution in any deliberations and votes in which they would participate on the Board.

For reasons outlined above, I hope the Objectives Committee will support strongly in some resolution proposed to the Senate Recommendation 4 of the Commission on Governance.

End of Wood Memorandum.

Recommendation by CUO:

By a vote of 4 to 2, the CUO recommends that at least two students should be named to each of the committees of the Board of Trustees except the Executive Committee. We are informed that the trustees' committees do not deal with faculty salaries and matters requiring confidential handling and therefore propose that Recommendation 2 be approved in modified form.

Concerning Recommendation 3, by the same 4 to 2 vote, the CUO recommends the addition of at least two members of the faculty to each of the committees of the Board of Trustees except the Executive Committee. (We modify "all" to "each" to conform to the language of Recommendation 2.)

As to Recommendation 4, the CUO recommends by a vote of 3 to 2 that there continue to be no voting membership of students and faculty members on the Board of Trustees itself. Dangers of atypicality of a few student and faculty members as well as conflicts of interest were mentioned. The CUO unanimously agrees that the disqualification in the Charter of faculty membership is an unnecessary insult which should be removed when Congress finds time and inclination to do so.

Resolution (71/7):

Whereas, the committees of the Board of Trustees would receive valuable inputs of information as to the experience and concerns of students at the University if students were appointed to each of the committees, except the Executive Committee, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That at least two students should be named to each of the committees of the Board of Trustees, except the Executive Committee.

Resolution (71/8):

Whereas, the committees of the Board of Trustees would receive valuable inputs of information, experience, and concerns of the faculty of the University if faculty were appointed to each of the committees, except the Executive Committee, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That at least two members of the faculty should be named to each of the committees of the Board of Trustees, except the Executive Committee.

Resolution (71/9):

Whereas, voting membership on the Board of Trustees by student and faculty members of the University would create conflicts of interest, pressures for different numbers of different constituencies of the University to be represented, and confusion in lines of authority; and

Whereas, the Commission on Governance of the University has not recommended such membership; and

Whereas, the exclusion of faculty members from such service nevertheless seems to be an unnecessary special disqualification; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the Faculty Senate does not recommend voting membership of students or faculty members on the Board of Trustees;
2. That the Faculty Senate does recommend that the Board of Trustees seek to remove the exclusion of faculty from such service from the Charter of the University.

Commission Recommendation:

5. The Board of Trustees should limit the terms of service of its members to two successive terms, with the proviso that after a member has been off the Board for a year he could be reelected.

Commission Argument:

Most of the trustees have shown interest in the University's problems by usually being present at Board meetings, serving on Board committees as requested, and attending Commencement exercises. Some trustees, however, have been unable to participate in a more than nominal way in Board activities.

The Commission believes that the Board has an increasingly important role to play in the governance of the University. As this role grows, it is important that all trustees have the interest and can take the time to serve the University. We feel, therefore, that the present practice of semi-automatic reelection to the Board when a trustee's three-year term expires is a mistake. We recommend, therefore, that the Board should limit the terms of its members to two in succession. After a trustee has been off the Board for a year, he could be reelected. Such a policy would make it possible for the least active trustees to step aside gracefully, and for the trustees who have the time and the interest in the University to serve, with brief interruptions, until they reach emeritus status.

Another way to improve the effectiveness of the Board would be to provide for an appraisal of its work at the same time that the accreditation of the University is being reviewed by outside examiners. Whether the Board has met the objective of playing a major role in the University community, as recommended in this Report, should be evaluated by a special committee appointed by the Chairman of the Board, consisting of several trustees and several outstanding persons in the educational world from outside the University community.

Commentary by CUO:

Argument Pro: See Commission argument above.

Argument Con:

Limiting reelection would discourage some members of the Board of Trustees who have a continuing interest in participating. Furthermore, a major purpose of election of many persons to the Board of Trustees has been the hope of financial benefit to the University. Affording an opportunity for "dead wood" members of the Board to be eased off of it might result in substantial loss of revenue. The argument of the CG tends to discount this in favor of advocating a more active managerial role for the Board of Trustees.

Recommendation of CUO:

While a limitation on the term of service on the Board of Trustees is obviously primarily a matter for consideration by the trustees themselves, the CUO was not persuaded that the terms of the trustees should be limited, as recommended by the CG.

Resolution (71/10):

Whereas, a limitation of members of the Board of Trustees to two consecutive terms of service would discourage those having a continuing interest in service to the University, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate is not persuaded by the report of the Commission on Governance that service of the members of the Board of Trustees should be limited to two successive terms, even with the proviso that after a member has been off the Board for a year he could be reelected.

VI

Commission Recommendation:

6. An All-University Assembly (composed of individual trustees, administrative officers, faculty members, students, alumni, and public members) should be established to discuss at regular intervals matters of interest to any constituency within the University, and regularly to report to and advise the trustees and the President.

Commission Argument:

Committees of the Board of Trustees: First, members of the faculty and students could be included as members of all committees of the Board of Trustees other than the Executive Committee or others dealing with especially confidential matters. We have already indicated our belief that this action is desirable. It is susceptible to immediate implementation, once the principle is adopted, and should result in increased effectiveness of the Board in dealing with its increasing responsibilities.

All-University Assembly: Second, and perhaps even more important as a mechanism for cooperation and the continuing interplay of fresh ideas, a broadly based All-University Assembly could be established to discuss at regular intervals matters of interest to any constituency within the University, and regularly to report to and advise the trustees and the President.

The All-University Assembly just proposed would be an instrument for cooperation and communication among the (nearly autonomous) constituencies that make up the University. As an advisory body, it would have no authority except the greatest authority of all (in an academic community): the authority to consider any matter of concern to any constituency and to make recommendations to the President, trustees, students, faculty, and alumni. It might number sixty or more members, with seats divided among faculty, students, alumni, trustees, and the general public. It would adopt its own rules of procedure and prepare its own agenda.

Each constituency in the University has its unique reasons for being. And there appear to be sound reasons for preserving the autonomy of each of the several policy-making bodies that represent them. There is equal need for cooperative work among all policy-making bodies, and the Assembly could serve as the mechanism for such cooperation, in which all bear equal responsibility. At the same time it would provide for adequate communication among all constituencies. The small

amount of staff work required for the Assembly could be handled by the office of the President.

This proposal is founded on certain premises, which underlie much of what is said in other words elsewhere in this Report, but which may be restated in this connection as follows:

1. The educational program is a vital concern to all constituencies of the University.
2. Every suggestion for up-dating the educational experience—from every source—deserves consideration.
3. The very process of such consideration is a learning experience for everyone who is involved in it.
4. The formulation of policies which will reflect the very best of what all constituencies are capable requires a thorough, candid, and unselfish effort to achieve the cooperation called for by this proposal.
5. The forces of alienation in the University and in society require the institution of higher learning to take the lead in unifying, first the scholarly community and then, insofar as is possible, the greater community.

We believe that the establishment of an All-University Assembly, somewhat as proposed here, will contribute measurably to the objectives embodied in these premises, and that it will serve a useful purpose even if the Commission's proposals for faculty and student membership on committees of the Board of Trustees are adopted.

Commentary by CUO:

Arguments Pro:

A host of constituencies are concerned with the functioning of the University -- trustees, students, faculty, administrators, alumni, non-academic employees, inhabitants of the District of Columbia, inhabitants of the Greater Washington Area, representatives of the District and Federal Governments, representatives of the national educational and professional establishments, etc. There ought to be an assembly to which at least the most important of these constituencies could send representatives to discuss matters of interest to any of the constituencies and to report to and advise the trustees and President.

Students, perhaps most vividly, have experienced a sense of frustration and powerlessness in their relationships to the functions of the University. At the same time the Student Assembly was felt by the student leadership itself to be ineffective because of general disinterestedness on the part of many of the student body and its low estate in the University hierarchy. The student contribution is often most effective when placed in a setting where there is administrative and faculty experience, industry, and concern. These considerations resulted in the decision to dissolve the Student Assembly, and the establishment of a student Committee for an All-University Government, which apparently has had a major influence in the development of this proposal.

An All-University Assembly would help to renew a sense of community on the campus. It would also be of educational advantage to those students who become members and would demonstrate to others the University's commitment to the democratic process.

Arguments Con:

1. The Faculty Senate cannot responsibly support a proposal which is so vague as to be of possibly sweeping import and possibly of no import to the governance of the University. The composition of such an assembly -- what numbers, of what groups, and how chosen -- have not been worked out. Neither has its place in the hierarchy of University organization been indicated. Endorsement by the faculty of the proposal of the CG would amount to a blank check and cannot responsibly be given.
2. Students, public members, and most alumni lack an adequate overview of the problems confronting the University and would often not be qualified to participate in issues of University concern.
3. Students are often moved to push for short-term goals concerned with grades, vacations, shortened academic requirements, and to neglect problems of long-range interest.
4. Student representatives are often self-selective and nonrepresentative of the students as a whole.
5. The addition of public members may jeopardize the independence of the University. Public members, as well as students, may press for politicization of the University in addition.
6. Different groups, because of their differing experience, training, perspective, and stake in the vitality of the University, would rationally have different numbers of representatives. This is politically difficult to achieve. Instead of a conglomerate source of advice, the University would be better served by different constituencies speaking through their own organizations.
7. The Faculty Senate and the Faculty Assembly would lose influence in the affairs of the University. The administration and trustees would find it convenient to work with a body not suffering from the parochialism of a single constituency, irrespective of how experienced, knowledgeable, and concerned.
8. In addition to the trustees, administrative officers, faculty members, students, alumni, and representatives of the District of Columbia Government recommended by the CG for inclusion in the All-University Assembly, President Elliott recommended that the 3400 non-academic employees of the University should also have a voice, although they are at present not organized to send representatives. Organizing the non-academic employees and soliciting representatives of the D. C. Government (the School Board ?) might create demands on the University which its fragile financial posture might be unable to bear.

9. Faculty contributions to the governance of the University would become increasingly frustrated by the proliferation of assemblies, committees, and other groups on which they would be asked to serve. The result would be to discourage many of the most able and most representative members of the faculty from serving at all, leaving many of the positions to eccentrics pursuing their own exotic purposes.

Recommendation of CUO:

By a vote of 5 to 1 the CUO recommends the approval of the concept of an All-University Assembly if designed in accordance with the following principles:

1. that it be an advisory body only, subordinate to the student government, Senate, and administration, i.e., that it not report directly to the President and trustees;
2. that its constituencies, at least at the outset, consist only of students, faculty, administration, and alumni;
3. that a drafting committee established to work out the organization and function of the All-University Assembly reflect the disproportionate experience, knowledge, and long-term concern of the faculty rather than adopt the simple expedient (as on the CG) of creating an equal number of student positions because the students want them.
4. that an All-University Assembly itself reflect in terms of relative numbers of faculty positions the preponderant faculty potential for contribution and concern; and
5. that the resulting concrete plan be presented to the Faculty Assembly for its advice and comment prior to submission to the Board of Trustees.

It should be stated that CUO also considered the possibility of suggesting that the Faculty Senate become a University Senate by the addition to a minority of student and administrative voting members. This alternative would obviate many of the difficulties of the proposed All-University Assembly, although not all of them. It will be recalled that a similar enlargement of the Senate was defeated in a Faculty Assembly about two years ago, although it received considerable faculty support. In view of the subsequent abolition by the students of the Student Assembly and the subsequent pressure for an All-University Assembly, reconsideration of the organization of the Senate might be deemed an attractive alternative. The CUO split 3 to 3 on the question of whether the enlarged Senate would be preferable to the All-University Assembly.

Resolution (71/11):

Whereas, the creation of an All-University Assembly would further communication among the administrative officers, faculty, students, and alumni; and

Whereas, it would be tangible evidence of the commitment of the University to the democratic process, particularly with respect to the participation of its students; and

Whereas, Recommendation 6 of the Report of the Commission on Governance of the University, dated 1971 May and entitled The Governance of The George Washington University, states:

"An All-University Assembly (composed of individual trustees, administrative officers, faculty members, students, alumni, and public members) should be established to discuss at regular intervals matters of interest to any constituency within the University, and regularly to report to and advise the trustees and the President."; and

Whereas, the report contains only four paragraphs occupying approximately one of the 56 pages of the report, plus scattered references to such an All-University Assembly, providing background for the Commission's recommendation; and

Whereas, the function and form of an All-University Assembly would be critically important information for the faculty to have prior to final endorsement of said recommendation; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY that it approve the concept of an All-University Assembly if designed in accordance with the following principles:

1. That the All-University Assembly be an advisory body only;
2. That the All-University Assembly be subordinate to the Senate, student government and administration;
3. That the membership of the All-University Assembly be established with recognition of the experience, training, and long-term commitment of the faculty of the University, rather than seeking representational equality;
4. That the constituency of the All-University Assembly be composed of administrative officers, alumni, faculty, and students;
5. That the committee created to draft the organizational plan and functions of the All-University Assembly reflect these constituencies and differing potentials of training, experience, and concern; and
6. That the resulting concrete plan be presented to the Faculty Assembly for its advice and comment prior to submission to the Board of Trustees.

VII

Commission Recommendation:

7. An agency of student government should be reconstituted to provide a means to formulate and reflect student opinion.

Commission Argument:

One additional organizational mechanism is needed to make student participation effective. The abandonment in 1970 of the student government structure that did exist has left the student body without any means for formulating student opinion, for developing a student point of view on issues coming up for decision, and for instructing or informing the student body's representatives. In summary, there is need for a student caucus. We do not believe it is within the provision of this Commission to prescribe the form that caucus should take. We recommend, however, that the student body assess this need and develop arrangements that will meet it.

Commentary and Recommendation by CUO:

The CUO was unanimously of the opinion that student government should be reconstituted. Its areas of dispute concerned only the form and function of conglomerate bodies.

Resolution (71/12):

Whereas, the dissolution in 1970 by the student body of its Assembly has left the students without means of formulating and seeking to effect student opinion, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate supports the reconstitution of an agency of student government to provide a means to formulate and reflect student opinion.

VIII

Commission Recommendation:

8. The Board of Trustees should establish the practice of comprehensively reviewing the performance of the President, and reelecting or replacing him every five to seven years, as determined by the Board, or at such times as the President may request.

Commission Argument:

A university is a large and complex enterprise. Its efficient and economical administration is essential to the effectiveness of the teaching, research, and service activities performed by each of the members of a large professional staff. And that effectiveness requires a strong, decisive, and unfettered hand on the tiller; those responsible for the academic enterprise must be free to administer. They must first of all have freedom to discharge their responsibility to provide the funds, facilities, and services essential to the enterprise without undue delay or dissipation of decisiveness. Secondly, even in matters of policy and direction of the university as an educational and scholarly institution, the ultimate decisions on allocation of scarce resources have to be made by some person or by a relatively small group. These decision makers must have a perspective and a responsibility which comprehends the entire scope of the institution's activities. And finally, the presidential office must have sufficient discretion to enable its incumbent to be a convincing spokesman. Here the president performs a dual role: first, to speak for the institution; and second, to represent the trustees in their responsibility to the public interest. In both cases wide discretionary power must be provided.⁸

Yet the foregoing sections of this Report—and the character of the University and the times in which it functions—stress the importance of wider participation in decision making. Essential as such participation is, it is urgent that administrators—the president, his vice presidents, and his deans—be free and be expected to make currently those decisions that are essential to the ongoing operation of a large institution.⁹

That is essential even though the university campus is peopled by free and widely diverse minds, and is characterized by more dissent than agreement. And new ways must be found to provide freedom and authority for the president and his staff even while he and his aides are participating to a greater degree than in the past on administrative, faculty, and trustee committees; in the Faculty Senate; and

in the All-University Assembly. When trustees have more frequent and more direct contact with faculty members and students, the president's position *vis-à-vis* the trustees will have materially changed. Yet his effectiveness—to repeat, “his freedom and authority”—must be preserved and strengthened. This can be achieved in two ways.

It will be achieved by the president's own administrative style.¹⁰ That style will include a persistent and full disclosure of action and particularly of the reason for such actions, and the contrasting views that were weighed, through systematic methods of communication to all the university's constituencies. It will include a persistent effort to consult broadly with each constituency and to be informed of the views of each. But in addition, the president and his aides (e.g., the vice presidents and deans) will gain freedom and authority only as they advance ideas and manifest leadership—educational and institutional leadership. In summary they play political roles, persuading and welding consent and agreement. But in that role the president needs to have and to advance ideas and to mould consensus to support his ideas; he is president, not the executive secretary, of the university.

It will also be achieved by the development of a new concept of delegation and accountability. This idea has been developed well by Kingman Brewster:¹¹ he has written cogently that positive, competent, and responsive administration (as distinguished from progressive and considered policy) will not be guaranteed by representation in all matters, but by *administrative accountability*. The first requirement of such accountability is the kind of disclosure we have suggested. It is a primary element of the administrative style of today's university president. The second requirement of such accountability is the right of petition by those who are affected by decisions. And the third element of such accountability is a regular, orderly process for evaluating the performance of the president and the deans. The essence of this requirement is that if the president has lost the confidence of the university community he has lost the capacity to lead, to administer. (The tenure of Great Britain's prime minister offers an analogy.)

At most universities the accountability that goes along with the executive discretion of the president is formally limited to the power of the trustees to fire the man they previously hired. That power is in fact rarely used, because it runs counter to an expectation of lifetime tenure; it is likely to be exercised only after extreme dissatisfaction has been voiced by numerous constituencies within the university. At best, even the most circumspect and covert efforts to remove an unsatisfactory president are a cause of intense personal anguish to everyone concerned. If discontents have erupted into direct, overt challenge, the trustees' response may be defensive, just to prove that they cannot be pushed around and that the institution will not be ruled by a mob. In any event, the consequences—ranging from deep personal embarrassment to outright damage to the integrity and stability of the university—are unfortunate and should be avoided if possible.

The essence of the problem is that, although the president is legally accountable to the trustees, there is under the present system no orderly way to change the administration of the university without engendering an atmosphere of crisis. This problem can be resolved by providing beforehand for periodic renewal of the president's tenure. With such a provision there would be a definite time at which everyone concerned recognizes that a change may or must take place. We believe the governance of this University would be better if the trustees provided for a systematic reappraisal of the President's performance and explicit consideration of his reappointment at some specified interval.

The average length of service of college and university presidents is somewhat less than twelve years. The demands of the office are such that few men can endure them for much longer; and none should be asked to, unless there is some clearly discernable end in sight. What is more important than the average tenure is the specification of some shorter term, at the end of which the president's performance will be reviewed and his appointment renewed for a like period, if mutually satisfied. Considering that a new president is not able to make his mark on the institution in much less than four years, it would appear that a term of five, six, or seven years, with the possibility of renewal, would fulfill the requirements of both practicality and humanity. The precise duration of tenure must be discretionary with the trustees.

The reelection of the president makes explicit reaffirmation of the confidence the trustees place in him; it should certainly serve to strengthen his position and to increase his freedom and authority. The event can also be an occasion for review of the institution's goals and progress, leading naturally to an updating of the trustees' views concerning desirable new directions.

The Commission therefore recommends that—to strengthen the position of the President and to increase his freedom and authority—the Board of Trustees

1. establish the practice of comprehensively reviewing the performance of the President, and reelecting or replacing him, every five to seven years, as determined by the Board, or at such times as the President may request; and
2. restate, in the context of the reasoning set forth in this Report, the responsibilities it expects the President to bear, and the authority it entrusts to him.

Commentary and Recommendation by CUO:

The requirement of reelecting the President every five to seven years, while perhaps abstractly desirable, was thought to be likely to lead to difficulty in attracting the most able leadership available. For this reason the CUO came to the conclusion that the performance of the President should be comprehensively reviewed at least every ten years, or at such time as the President may request.

Resolution (71/13):

Whereas, the performance of the President of the University is of the greatest importance to the effective functioning of the University; and

Whereas, it is conducive to the evaluation of that performance that there be required periodic comprehensive review; and

Whereas, the attraction of the most able leadership available requires that a substantial period of service be allowed, in the discretion of the Board of Trustees before requiring such comprehensive review and reappointment or replacement; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Board of Trustees should establish the practice of comprehensively reviewing the performance of the President, and reelecting or replacing him at least every ten years, or at such time as the President may request.

IX

Commission Recommendation:

9. Deans and department chairmen should be appointed to serve for limited terms, with the possibility of renewal.

Commission Argument:

Without going into detail concerning the tenure of other officers of academic administration in relation to their respective responsibilities and powers, the Commission further recommends that (in the event its recommendations on the President's tenure in office are implemented) deans and department chairmen should also serve for limited terms. We believe that longer terms are desirable for deanships than for department chairmanships; and we suggest terms of five and three years, respectively, renewable once. Because exceptional circumstances may arise in which some deviation from this policy becomes desirable, we believe that it should be stated as a norm rather than as a fixed rule.

Commentary by CUO:

We are informed the deans are appointed for one-year terms, although reappointment seems to be routine. A real, as opposed to a formal, reevaluation ought to be required at least every five years. As to department chairmen, the common practice has been one of election by the members of the department for a term established by the rules of the department, although a different practice involving such appointments is apparently made at the Medical School. The functioning of vice presidents and other major administrative officers is of enormous importance to the quality and functioning of the University, and at George Washington their performance has frequently been the source of vigorous debate. There is every reason to extend the policy of comprehensive review to them.

Recommendations by CUO:

The committee unanimously arrived at its recommendations, which follow:

1. The policy of comprehensive periodic review should be extended to vice presidents and other major administrative officers of the University, as well as deans. We suggest requiring reappointment at least every five years.
2. Policies as to department chairmen can appropriately be left to individual schools and departments, as at present.

Resolution (71/14):

Whereas, the performance of vice presidents, deans, and other major administrative officers is of enormous importance to the quality and functioning of the University; and

Whereas, requiring periodic comprehensive reevaluation and reappointment or replacement would be conducive to obtaining optimal quality of such services; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the President should establish the practice of comprehensively reviewing the performance of the vice presidents, deans, and major administrative officers for the purpose of reappointing or replacing them at least every five years and at such additional times as they may individually request.

X

Commission Recommendation:

10. A comprehensive review of rules and regulations governing student conduct should be undertaken and such revised rules and regulations given adequate publication.

Commission Argument:

What, then, remains to be done?

First, the operation of the disciplinary system should be carefully monitored, to insure that changes suggested by experience are put into effect as the need becomes apparent.

Second, a comprehensive review of rules and regulations governing student conduct should be undertaken—considering the needs for flexibility, adaptability, notice to students, reasonableness, and relevance to University objectives—and published adequately.

Commentary by CUO:

At present University regulations consist largely of extremely general statements by the Board of Trustees and scattered, prolix, and largely invisible regulations by different schools, dormitories, and other groups. For a period of years the office of the Vice President for Student Affairs has been attempting to collect these regulations and to draft new, more detailed, and therefore more helpful regulations, which could then be distributed to the students. One of the first-listed policies approved by the Senate and the Board of Trustees with respect to non-academic student discipline was, "The general policy of the University is to put all special rules of conduct and requirements of students in writing and to publish such rules and requirements in a manner reasonably calculated to inform affected students." (University Judicial System, Chapter 1, Section 102.) We are informed that no deadlines have been set for the drafting of an adequate set of rules.

Recommendation of CUO:

The committee unanimously recommends that a review and redraft of rules and regulations governing student conduct should be expedited by the administration.

Resolution (71/15):

Whereas, at present University regulations consist largely of extremely general statements by the Board of Trustees and scattered, prolix, and largely invisible regulations by different schools, dormitories, and other groups; and

Whereas, for a period of years the administration of the University has been attempting to collect these regulations and to draft new, more detailed, and therefore more helpful regulations; and

Whereas, the Board of Trustees has stated: "The general policy of the University is to put all special rules of conduct and requirements of students in writing and to publish such rules and requirements in a manner reasonably calculated to inform affected students."; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a comprehensive review of rules and regulations governing student conduct should be undertaken and such revised rules and regulations given adequate publication.

XI

Commission Recommendation:

11. The Faculty Senate should take the lead in broadly based studies and discussion leading to the formulation of a code of conduct dealing with rights and responsibilities of the faculty and others in more detail than is presently furnished by the *Faculty Code and Ordinances*.

Commission Argument:

The report *presents a "model bill of rights and responsibilities," which "establishes the principle that the greater the privileges of members of the institution, the more responsible they should be for maintenance of high standards of conduct and an environment conducive to extending, sharing and examining knowledge and values. Thus, faculty members with tenure, as well as trustees and administrators, all of whom have substantial authority and security, should not inhabit protected enclaves above and beyond the rule of law nor be shielded from the legitimate grievances and requests of other elements of a campus."

We believe, and recommend, that the Faculty Senate should take the lead in broadly based studies and discussion leading to the formulation of a code of conduct dealing with rights and responsibilities of the faculty and others in more detail than is presently furnished by the *Faculty Code and Ordinances*. This is not to say that the "model bill," just mentioned, needs to be followed slavishly; many principles of student, faculty, and institutional rights and responsibility are already embodied in the *Statement of Student Rights and Responsibilities* and the *Judicial System for Nonacademic Student Discipline*. But the proposed code, which might appropriately deal with or include standards of conduct, sanctions for infractions of them, and procedures for hearing and judgement by representatives of the faculty, should then complement these two documents and the *Faculty Code and Ordinances*.

*³ Carnegie Commission on Higher Education, "Dissent and Disruption: Proposals for Consideration by the Campus"; reported in *Chronicle of Higher Education* (March 15, 1971), pp. 11-14.

Commentary by CUO:

The question of revised faculty rules received relatively little attention by our committee since it is a major enterprise of the Senate Committee on Professional Ethics and Academic Freedom.

Recommendation by CUO:

Approval of the CG proposal.

Resolution (71/16):

Whereas, the Code and Ordinances governing the academic personnel of the George Washington University, together with the principles, standards, and procedures for their implementation ought to be revised so as to

provide more detailed guidance to the members of the faculty, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate should take the lead in broadly based studies and discussion leading to the formulation of a code of conduct dealing with rights and responsibilities of the faculty and others in more detail than is presently furnished by the Faculty Code and Ordinances.

XII

Commission Recommendation:

12. Careful and continued attention should be directed to improving the quality and increasing the availability of academic advising, particularly for undergraduate students.

Commission Argument:

The Commission has received an uncertain picture of the current situation with regard to academic counseling. It seems clear that some students reject or ignore such help. It is also clear that some faculty skimp their special obligation on this score, particularly with respect to undergraduates. Additionally, some counseling has been poor in the sense that misinformation was given out or that interpretation of requirements and rules has been narrow and unnecessarily cold—at least these are the residual impressions left with some students. In any case, this appears to be an area in which faculty could well afford to set an example of responsibility and generosity of spirit. The Commission notes with approval the corrective efforts initiated by Columbian College as this Report was being written; specifically the recognition that "Counseling is the other side of the coin of teaching, is of equal significance, and is chiefly an academic... responsibility."

Additionally, it did not become clear in our discussions with faculty and administrative officers whether there is, in fact, any organized effort to provide orientation for new undergraduates. Clearly, more senior student leaders and organizations have a role to play in orientation, but the Commission feels this is primarily the responsibility of the faculty and administration.

Beyond the formal obligation of the faculty to provide academic counseling, the Commission believes it would greatly enhance effective communication throughout the University community if members of the faculty would undertake to spend more time with students generally—particularly with undergraduates. In this connection, the Commission particularly wishes to commend the administration and faculty for the inauguration of the "five-for-one" program. We feel sure that this will prove to be time well invested. The Commission notes that in the academic year 1970-71 this effort reaches half the freshman class. We recommend that the Vice President for Student Affairs request those in the faculty and administrative staffs who are not yet involved to join in this effort. The entire freshman class should be reached, and ideally there will be continuing relationships established that should survive the four-year course. It is worth noting too that some of the strengths of this effort would be its informality and the freedom of participants to pursue differing approaches so as to avoid creating just another routine program.

Commentary by CUO:

This proposal also received relatively little discussion at the meetings of the CUO, there being a tendency to categorize it with God and motherhood. The matter is obviously a serious one and more detailed collection of information and proposals are surely needed.

Recommendation by CUO:

The CUO unanimously recommends approval.

Resolution (71/17):

Whereas, academic counseling is of great importance to the success of the educational program at the University, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That careful and continued attention should be directed to improving the quality and increasing the availability of academic advising, particularly for undergraduate students.

XIII

Commission Recommendation:

13. An office of university ombudsman, if experimental efforts prove successful, should be established outside of the hierarchy of administration.

Commission Argument:

Even if all the foregoing efforts were working well and reaching those students in most need on a timely basis, occasions would probably arise where "the system" simply fails. The standard answer these days is to establish a position of ombudsman and to fill that office with a person of objective view, considerable courage, and personal empathy. A similar position has been established, on an experimental basis, by assigning the Assistant to the Vice President for Student Affairs to the task. This effort should be carefully monitored and support provided as the need arises. By the academic year 1971-72, the role should be publicly defined and widely "advertised." At that juncture the office of ombudsman should be established outside of the hierarchy of administration. This office must have clear organizational authority to follow up on referrals to ensure action, but should not itself attempt to provide decisions.

Commentary by CUO:

An organization as large and complicated as our University is frequently incomprehensible not only to students but to many members of the faculty and other more permanent personnel as well. A University ombudsman would at the least be able to knowledgeably channel most complaints and suggestions to the proper office. There was some discussion that much of the student business for the ombudsman might consist of attempts to change grades. However, the creation of such an officer would facilitate an explanation to the student of the school or departmental policy with respect to grade changes.

Recommendation by CUO:

Endorsement.

Resolution (71/18):

Whereas, in an institution as large and complex as the George Washington University there is need on the part of students, faculty and others for a person to whom complaints and suggestions of whatever nature could be referred, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That an office of university ombudsman, if experimental efforts prove successful, should be established outside of the hierarchy of administration.

XIV

Commission Recommendation:

14. A standing Committee on University Relations should be appointed by the President, charged with the responsibility for determining what audiences the University should reach with its publications, for what purpose and with what means.

Commission Argument:

A more fundamental problem is the lack of a mechanism whereby those senior people most concerned with the external constituencies of the University can have the opportunity to influence and shape the content and distribution of the University's formal publications: *GW News*, *GW Magazine*, *Faculty News Notes*, the publications of the professional schools, and quite possibly the preparation, tone, and character of materials for the admissions program.

The Commission concluded that the differing opinions it encountered as to the effectiveness, content, and publication schedules of *GW News* and *GW Magazine* particularly, but also with regard to professional school publications, were the result of the differing expectations of alumni, the Development Office, or the Public Relations Office itself, among others. We believe that these differing views cannot be reconciled by merely resolving whether or not *GW News* will carry a "calendar of events," et cetera, but rather that broad questions of goals and means need to be resolved.

To this end, the Commission recommends that a standing Committee on University Relations be appointed by the President and that this committee be charged with the responsibility for determining what audiences the University should reach, for what purpose, and with what means. Such a standing committee should very clearly *not* be allowed to degenerate into an editorial board or a day-to-day supervisor of PR; indeed, one would suppose that after the first critical goals had been identified, the committee might not meet more than three or four times a year. But the committee should be alert to the changing needs of the University, the evolving character of the alumni or other external audiences, the shifting emphases of fund drives, et cetera. Thus, for example, the fact that a given publication has been in being for many years is not of itself an argument for its continuance; but neither should changes in format or publication schedules be introduced without agreed purpose in mind.

The Commission suggests that the Committee on University Relations probably should include the Provost, the Vice President for Development, the Director of Alumni Relations, the Director of Public Relations, an experienced student, a member of the faculty, and perhaps others on an *ad hoc* basis as necessary.

Commentary by CUO:

The committee saw no objection to the adoption of the proposal, although it thought a more descriptive name would be "Committee on University Communications." Careful attention ought to be given to its role as compared to that of existing committees.

Recommendation of CUO:

Approval as modified.

Resolution (71/19):

Whereas, comprehensive review of the effectiveness, content, and publication schedules of general and professional school publications of the University would be helpful, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a standing Committee on University Communications should be appointed by the President, charged with the responsibility for determining what audiences the University should reach with its publications, for what purpose and with what means.

XV

Commission Recommendation:

15. The University should make every effort to hasten the implementation of a complete program-budgeting cycle, including the establishment of an Office of Planning and Budget and the appointment of a Director for that office, at an early date.

Commission Argument:

Omitted.

Commentary by CUO:

The CUO took no action with respect to this proposal since it is the subject of inquiry by the Special Budget Subcommittee of the Executive Committee of the Faculty Senate.

Recommendation:

No recommendation.

Resolution:

No resolution.

ADDENDUM:

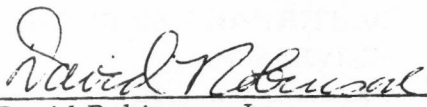
At the suggestion of Professor Robert Park of the Law School, the committee considered the following additional proposal:

"The trustees should appoint a committee of trustees, administrators, faculty and students to study the effects and the possible revision of the tenure system."

Although not suggested by the Commission on Governance, this recommendation was prompted by the view that it was consistent with the comprehensive evaluation which had been proposed for other officers of the University. As might be expected, there was vigorous debate. The CUO split evenly in its voting between a suggestion that the Park proposal be referred to the Senate Committee on Professional Ethics and Academic Freedom, and a countersuggestion that it be disapproved. Consequently no resolution is offered.

The Committee

Raymond S. Cottrell, Jr.
Roy B. Eastin
Gerard Huve
Kenneth Johnson
Stephen G. Kent
Ruth Krulfeld
G. S. McCandlish
Robert E. Park
David Robinson, Jr.
Harold F. Bright, ex officio
Eugene R. Magruder, ex officio


David Robinson, Jr.
Chairman

THE GEORGE WASHINGTON UNIVERSITY
Washington, D. C.

The Faculty Senate

December 4, 1971

The following resolutions supplement Item 3 of the agenda for the December 10, 1971, meeting of the Faculty Senate.

Frederick R. Houser
Frederick R. Houser
Secretary

RESOLUTIONS RELATING TO RECOMMENDATIONS OF THE
REPORT OF THE COMMISSION ON GOVERNANCE OF THE UNIVERSITY
May, 1971

- I Whereas, the Commission on Governance of the University has recommended that further efforts should be made to establish and to utilize, imaginatively and aggressively, the Departmental Advisory Committees and the School or College Advisory Councils, and the Faculty Senate concurs, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That further efforts should be made to establish and to utilize, imaginatively and aggressively, the Departmental Advisory Committees and the School or College Advisory Councils.

- II Whereas, the committees of the Board of Trustees would receive valuable inputs of information as to the experience and concerns of students at the University if students were appointed to each of the committees, except the Executive Committee, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends at least two students should be named to each of the committees of the Board of Trustees except the Executive Committee.

- III Whereas, the committees of the Board of Trustees would receive valuable inputs of information, experience, and concerns of the faculty of the University if faculty were appointed to each of the committees, except the Executive Committee, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate recommends at least two members of the faculty should be named to each of the committees of the Board of Trustees, except the Executive Committee.

IV

Whereas, voting membership on the Board of Trustees by student and faculty members of the University would create conflicts of interest, pressures for different numbers of different constituencies of the University to be represented, and confusion in lines of authority; and

Whereas, the Commission on Governance of the University has not recommended such membership; and

Whereas, the exclusion of faculty members from such service nevertheless seems to be an unnecessary special disqualification; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

1. That the Faculty Senate does not recommend voting membership of students or faculty members on the Board of Trustees; and
2. That the Faculty Senate does recommend that the Board of Trustees seek to remove the exclusion of faculty from such service from the Charter of the University.

V

Whereas, a limitation of members of the Board of Trustees to two consecutive terms of service would discourage those having a continuing interest in service to the University, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate is not persuaded by the report of the Commission on Governance that service of the members of the Board of Trustees should be limited to two successive terms, even with the proviso that after a member has been off the Board for a year he could be reelected.

VI

Whereas, the creation of an All-University Assembly would further communication among the administrative officers, faculty, students, and alumni; and

Whereas, it would be tangible evidence of the commitment of the University to the democratic process, particularly with respect to the participation of its students; and

Whereas, Recommendation 6 of the Report of the Commission on Governance of the University, dated 1971 May and entitled The Governance of The George Washington University, states:

"An All-University Assembly (composed of individual trustees, administrative officers, faculty members, students, alumni, and public members) should be established to discuss at regular intervals matters of interest to any constituency within the University, and regularly to report to and advise the trustees and the President."; and

Supplement to agenda dated December 3, 1971, Item 3
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Whereas, the Report contains only four paragraphs occupying approximately one of the 56 pages of the report, plus scattered references to such an All-University Assembly, providing background for the Commission's recommendation; and

Whereas, the function and form of an All-University Assembly would be critically important information for the faculty to have prior to final endorsement of said recommendation; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY that it approve the concept of an All-University Assembly if designed in accordance with the following principles:

1. That the All-University Assembly be an advisory body only;
2. That the All-University Assembly be subordinate to the Senate, student government and administration;
3. That the membership of the All-University Assembly be established with recognition of the experience, training, and long-term commitment of the faculty of the University, rather than seeking representational equality;
4. That the constituency of the All-University Assembly be composed of administrative officers, alumni, faculty, and students;
5. That the committee created to draft the organizational plan and functions of the All-University Assembly reflect these constituencies and differing potentials of training, experience, and concern; and
6. That the resulting concrete plan be presented to the Faculty Assembly for its advice and comment prior to submission to the Board of Trustees.

VII Whereas, the dissolution in 1970 by the student body of its Assembly has left students without means of formulating and seeking to effect student opinion, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate supports the reconstitution of an agency of student government to provide a means to formulate and reflect student opinion.

VIII Whereas, the performance of the President of the University is of the greatest importance to the effective functioning of the University; and

Whereas, it is conducive to the evaluation of that performance that there be required periodic comprehensive review; and

Whereas, the attraction of the most able leadership available requires that a substantial period of service be allowed, in the discretion of the Board of Trustees before requiring such comprehensive review and reappointment or replacement; therefore

Supplement to agenda dated December 3, 1971, Item 3
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BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Board of Trustees should establish the practice of comprehensively reviewing the performance of the President, and reelecting or replacing him at least every ten years, or at such time as the President may request.

IX Whereas, the performance of vice presidents, deans, and other major administrative officers is of enormous importance to the quality and functioning of the University; and

Whereas, requiring periodic comprehensive reevaluation and reappointment or replacement would be conducive to obtaining optimal quality of such services; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the President should establish the practice of comprehensively reviewing the performance of the vice presidents, deans, and major administrative officers for the purpose of reappointing or replacing them at least every five years and at such additional times as they may individually request.

X Whereas, at present University regulations consist largely of extremely general statements by the Board of Trustees and scattered, prolix, and largely invisible regulations by different schools, dormitories, and other groups; and

Whereas, for a period of years the administration of the University has been attempting to collect these regulations and to draft new, more detailed, and therefore more helpful regulations; and

Whereas, the Board of Trustees has stated: "The general policy of the University is to put all special rules of conduct and requirements of students in writing and to publish such rules and requirements in a manner reasonably calculated to inform affected students"; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a comprehensive review of rules and regulations governing student conduct should be undertaken and such revised rules and regulations given adequate publication.

XI Whereas, the Code and Ordinances governing the academic personnel of George Washington University, together with the principles, standards and procedures for their implementation ought to be revised so as to provide more detailed guidance to the members of the faculty; therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That the Faculty Senate should take the lead in broadly based studies and discussion

leading to the formulation of a code of conduct dealing with rights and responsibilities of the faculty and others in more detail than is presently furnished by the Faculty Code and Ordinances.

XII

Whereas, academic counseling is of great importance to the success of the educational program at the University, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That careful and continued attention should be directed to improving the quality and increasing the availability of academic advising, particularly for undergraduate students.

XIII

Whereas, in an institution as large and complex as the George Washington University there is need on the part of students, faculty and others for a person to whom complaints and suggestions of whatever nature could be referred, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That an office of university ombudsman, if experimental efforts prove successful, should be established outside of the hierarchy of administration.

XIV

Whereas, comprehensive review of the effectiveness, content, and publication schedules of general and professional school publications of the University would be helpful, therefore

BE IT RESOLVED BY THE FACULTY SENATE OF THE GEORGE WASHINGTON UNIVERSITY

That a standing Committee on University Communications should be appointed by the President. charged with the responsibility for determining what audiences the University should reach with its publications, for what purpose and with what means.

XV

No resolution.

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including a full transcript of a public hearing held on December 1, 1971, at the Senate Chamber, 1000 North Capitol Mall, Sacramento, California, 95833, at 10:00 a.m. on December 1, 1971.

Enclosed is a copy of the transcript of the hearing held on December 1, 1971, at the Senate Chamber, 1000 North Capitol Mall, Sacramento, California, 95833, at 10:00 a.m. on December 1, 1971.

Very truly yours,
[Signature]

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